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The Need for
Content and Language Integrated Learning
(CLIL) Development

ALTE

7-9 July 2011, Kraków, Poland

'The Impact of Language Frameworks on Assessment, Learning and Teaching:policies, procedures and challenges.'

Outline

- **4 Cs** Framework
- **EFCT** - European Framework for CLIL Teacher Education
- **Portfolio** for CLIL teachers
- TT training for CLIL development in tertiary education

Defining **CLIL**

- Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. Coyle, *Hood and Marsh 2010:1*

- **CLIL** is generally defined as a pedagogical approach which has a dual (integrated) aim: learning of the subject matter (content) and learning of the (second/foreign/target) language used as **the medium of instruction** for the content

- **CLIL** is seen as a continuum or an „**umbrella term**" for all those approaches in which some form of specific and academic language support is offered to HE students in order to facilitate their learning of the content through that language

Reconceptualising Language Learning

Language *of* learning

Foreign Language learning

Language *for* learning   Language *through* learning
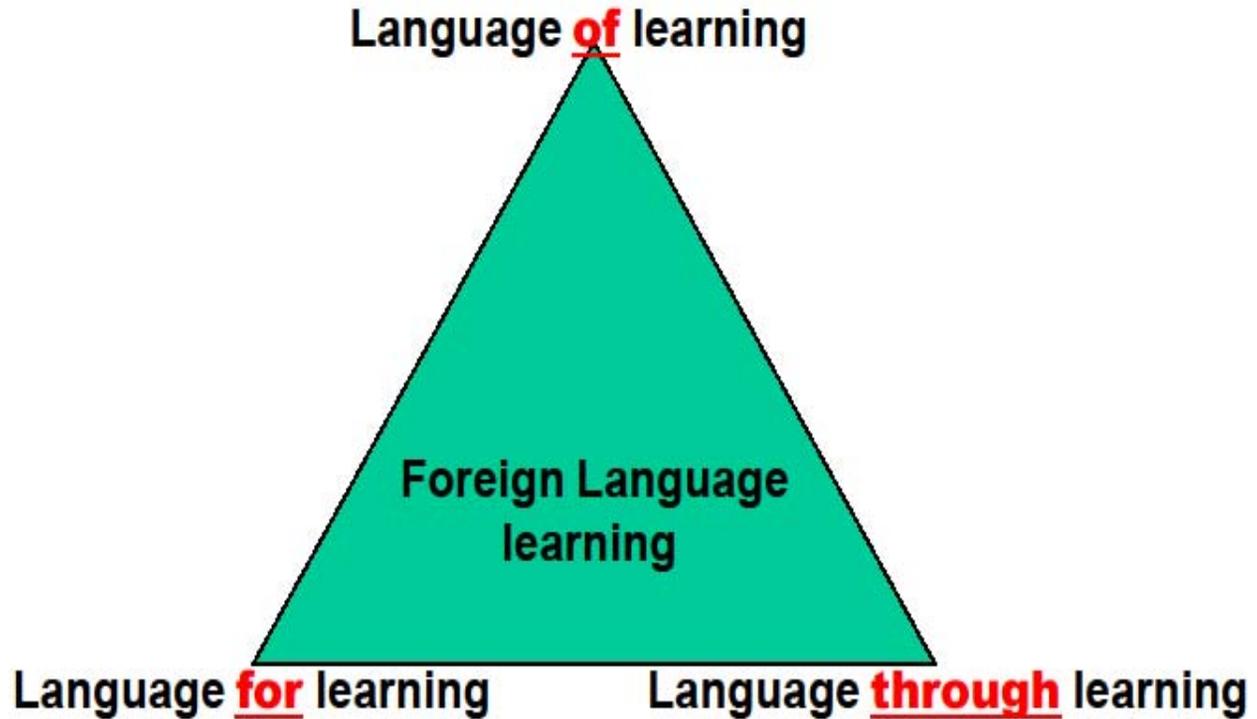
The Language Triptych

Coyle, Hood, Marsh, 2010

CLIL exposure

The proportion of CLIL experience by learner through the **curriculum in a school year**:

- **Low** - about 5-15% of teaching time
- **Medium** - about 15-50% of teaching time
- **High** - over 50% of teaching time

Promoting CLIL

"Promoting language learning and linguistic diversity" *An Action Plan 2004-2006.*

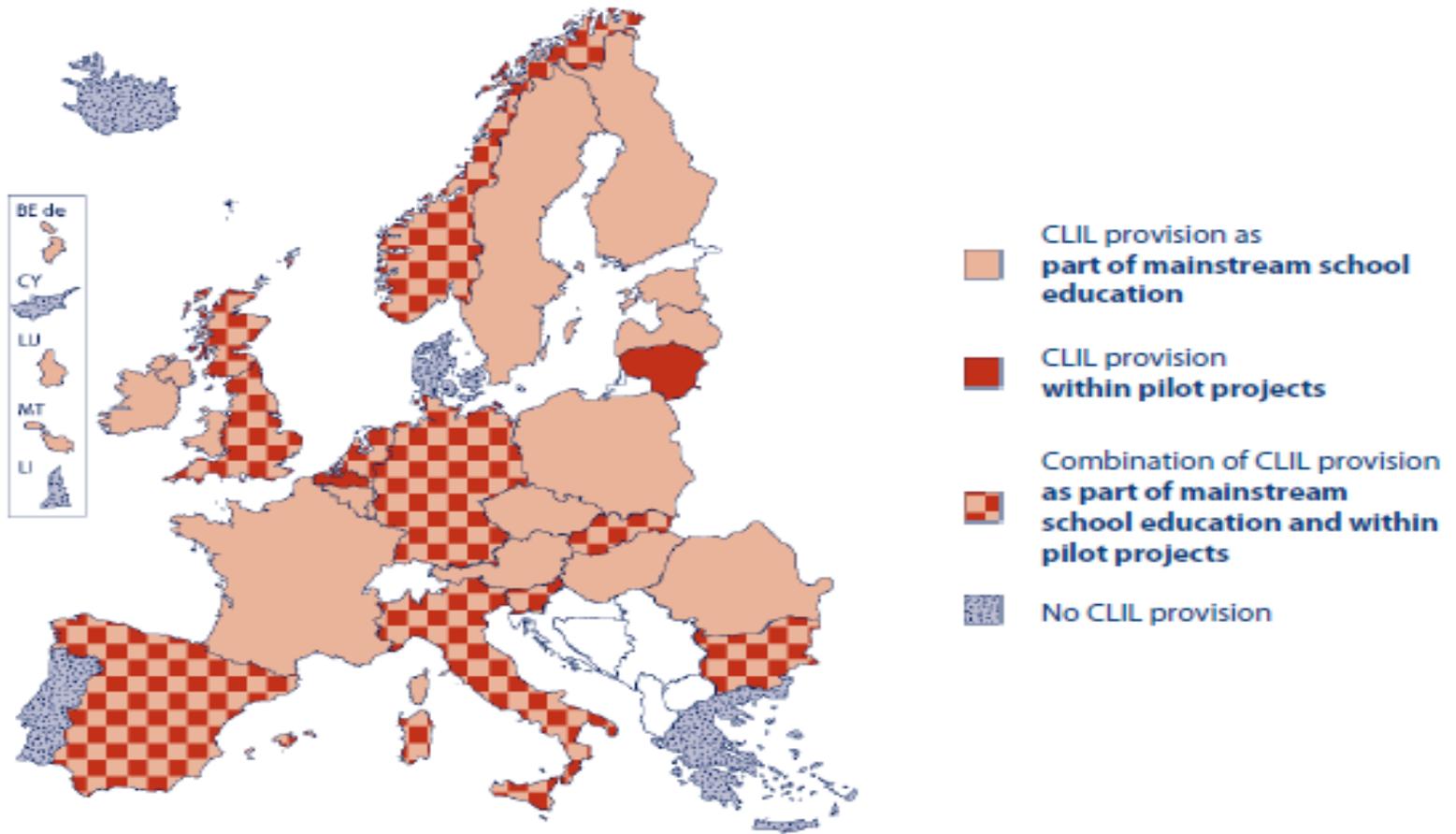COMMISSION OF THE EUROPEAN COMMUNITIES Brussels, 15.11.2007 COM(2007) pp.11-12

A European Symposium on "The Changing European Classroom — the Potential of Plurilingual Education" (I.2.6), held in Luxembourg in March 2005

The Symposium recalled:

❖ the need to ensure that **pupils and students receive CLIL provision** at different levels of school education

❖ **teachers** should receive **special training in CLIL**

❖ **evaluation of CLIL practices** is not widespread. (pp. 11-12)

http://ec.europa.eu/education/languages/archive/doc/com554_en.pdf

CLIL in Europe - Status of CLIL provision in primary and general secondary education, 2004/05

CLIL provision as part of mainstream school education

CLIL provision within pilot projects

Combination of CLIL provision as part of mainstream school education and within pilot projects

No CLIL provision

BE de
CY
LU
MT
LI

Source: Eurydice.

Source: Euridice (2006) *Content and Language Integrated Learning (CLIL) at School in Europe*: p. 14

4 Cs Conceptual Framework (Coyle 2005)

- **Content** (subject matter)
- **Communication** (language learning and using)
- **Cognition** (learning and thinking processes)
- **Culture*** (developing intercultural understanding and global citizenship)

Note! ***Culture** (the 4th C is sometimes called Citizenship or Community)

Source: Coyle, D. 2010: 41

http://blocs.xtec.cat/clilpractiques1/files/2008/11/slrcoyle.pdf

The 4Cs Conceptual Framework
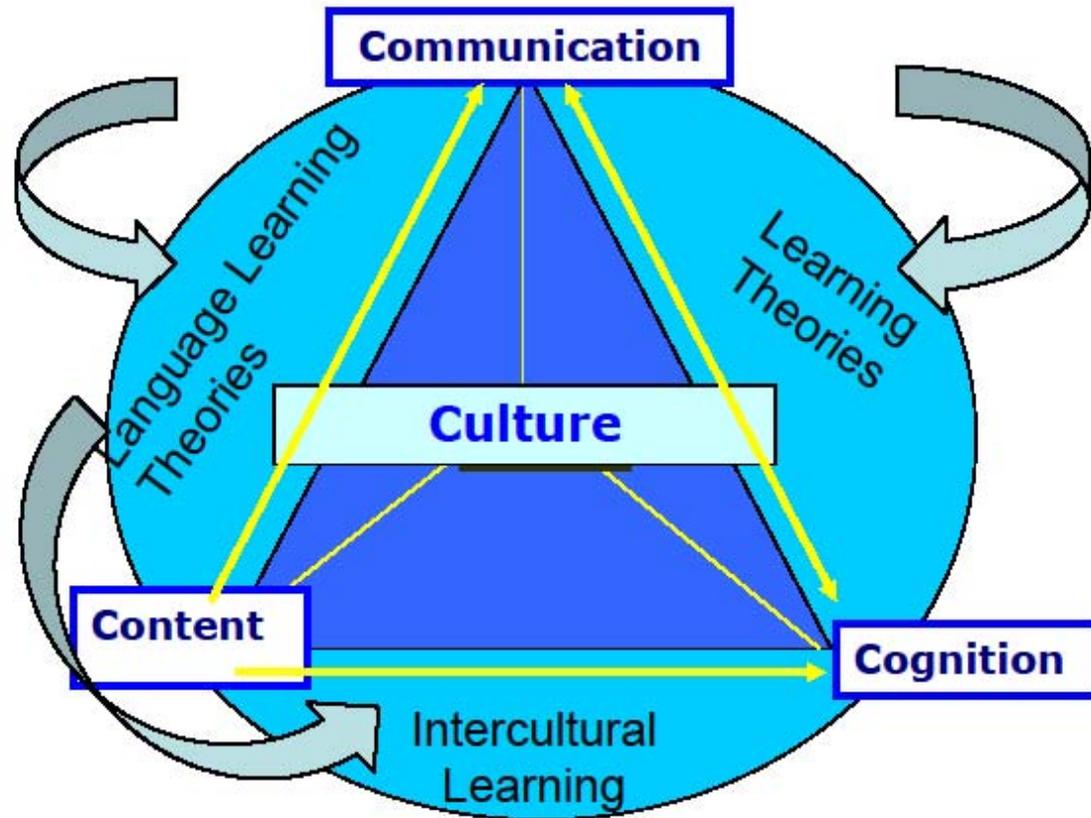
Meeting Minds: towards holistic views of the curriculum

Source: Do Coyle, (2011) *Teacher education and CLIL Methods and Tools. Seminar presented in Arisaig, Scotland.*

Andragogical learning theory

Beginning in the 1950s Malcolm Knowles developed a new theory in the context of adult learners

He asserted that **ANDRAGOGY** (Greek: "man-leading") should be distinguished from pedagogy (Greek: "child-leading").

Knowles' theory can be stated with **six assumptions** of adult learning:

- Adults need to know **the reason for learning** something (Need to know, why things are being taught, explain)
- **Experience** (including mistakes) provides the basis for learning activities, self-directed learning, and instruction should allow learners to discover things for themselves (Foundation).
- Adults need to be **involved** in as well as **responsible** for their decisions connected with planning and evaluation of their instruction (Self-concept).
- Adults are most interested in learning subjects having immediate **relevance** to their work and/or personal lives (Readiness). Learning activities should be in the context of common tasks to be performed
- Adult learning is **problem-centered** (process) rather than content-oriented (Orientation). Learning as problem-solving. Strategies such as case studies, role playing, simulations, and self-evaluation are most useful
- Adults respond better to internal versus external motivators (Motivation)

It is assumed that the learning process organized by the students themselves create
a better learning environment than the one organized externally

CLIL Matrix - 4 dimensional core framework

It is an Internet-awareness raising tool for teachers who wish to consider the skills and knowledge necessary for achieving quality CLIL to examine the extent to which they are prepared for teaching through CLIL

It is built around the **core elements of CLIL**

➢ **Content,**
➢ **Language,**
➢ **Integration**
➢ **Learning**

These four elements are realised through a set of **four parameters**:

➢ **Culture,**
➢ **Communication,**
➢ **Cognition**
➢ **Community**

It was developed in the years 2004 – 2007

There are **16 indicators** (the basis for ensuring quality CLIL in learning and teaching of both content and language)

There are **80 questions**

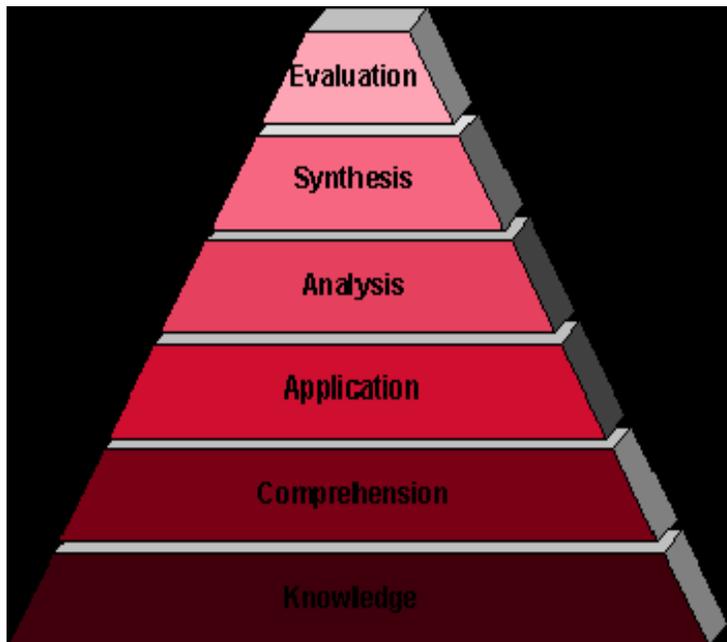**Authors:** Anne Maljers (Netherlands), David Marsh (Finland), Stefka Kitanova (Bulgaria),

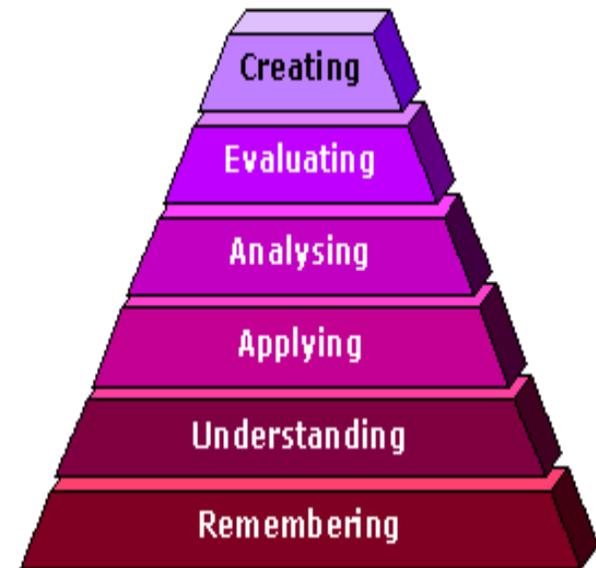Dieter Wolff (Germany), Bronislawa Zielonka (Poland),   ECML, Graz

http://archive.ecml.at/mtp2/CLILmatrix/

CLIL Matrix – a 4 dimensional core framework

CLIL	CONTENT	LANGUAGE	INTEGRATION	LEARNING
CULTURE	Appropriate target language input Authentic materials,	Developing cultural aspects of using language, choice of language and the choice of location	Identifying cultural objectives, establishing contacts with external people who speak the target language	Opportunities to engage in intercultural learning (self-reflection)
COMMUNICATION	Interactive learning Pair and group work	Maximise learner-learner and learner-teacher communication in the target language	Transactional (teacher-centered type of communication) vs interactional (teachers and learners communicate with each other) communication	Communication skills include all kinds of strategies (to avoid misunderstandings, to negotiate meanings, to jointly build up content, to regulate interactions (turn-taking), and to close interactions)
COGNITION	Learners should: •get teacher support **(understand academic terms),** •should learn how to use dictionaries effectively •effective reading strategies	learners have to grasp the relationship between the linguistic sign and the cognitive concept, **concept-building**	Team teaching, close cooperation b/n content and language teachers	Focus on **cognitive demands** connected with content and language learning („balancing out this dual-focus")
COMMUNITY	Positive and supportive community (different stakeholders: school, parents, town, local industries) -Exchange programmes	Classroom is not sufficient to allow for high quality CLIL, receiving practical training abroad,	Inviting parents and other interested citizens to participate in school life (project days, theatre performances) participate in the town's social and cultural life, supporting community's international relations	Building up a positive learning environment, a CLIL project by the wider community

Bloom's Taxonomy

Bloom's taxonomy of the cognitive domain (1956)

Revised taxonomy of the cognitive domain following Anderson and Krathwohl (2001)

CONFIRMING INFORMATION GATHERING

CONFIRMING USE OF KNOWLEDGE

INFORMATION GATHERING

MAKING USE OF KNOWLEDGE

ACTIVITIES
Analogy
Causal relationships
Conclusion or implication based on data
Outline
Summary

ACTIVITIES
A definition
A dictionary
Events
Films
Magazine articles
Newspapers
People
Radio
Recordings
Television shows
Text reading
Video

ACTIVITIES
Cartoon   Photograph
Collage   Poster
Diagram   Skit
Drama   Speech
Graph   Story
Own statement
Tape recording

VERBS
Change   Match
Confirm Paraphrase
Express Restate
Illustrate Transform

VERBS
Define
Describe
Draw
Identify
Label
Locate
Memorize
Name
Recite
Recognize
Select
State
Write

VERBS
Extend Relate
Distinguish
Compare Infer
Summarize
Generalize Predict
Defend Explain

COMPREHENSION

KNOWLEDGE

APPLICATION

VERBS
Apply
Change
Choose
Classify
Collect
Discover
Dramatize
Draw   Interpret
            Make
            Model
            Modify
            Paint
            Prepare
            Produce
            Report
            Show

ACTIVITIES
Creating...
A cartoon   A project
A drama   A puzzle
A filmstrip   A question
A forecast   Diagram
A list   Illustration
A map   Photograph
A meeting   Sculpture
A mobile   Solution
A painting
A paper which follows an outline
Shifting smoothly from one gear into another

ACTIVITIES
Comparison of standards
Conclusion
Court Trial
Editorial
Establishment of standards
Evaluation
Group Discussion
Recommendation
Self-Evaluation
Survey
Valuing

VERBS
Appraise
Assess
Compare
Consider
Criticize
Critique
Judge
Recommend
Relate
Solve
Summarize
Weigh

EVALUATION

ANALYSIS

VERBS
Analyze   Categorize Classify
Compare   Construct   Contrast
Differentiate Distinguish
Examine   Infer Investigate
Point out Research
Select   Separate
Subdivide
Survey
Take apart

ACTIVITIES
Break down an argument
Draw a conclusion
Graph
Identify parts of a propaganda statement
Model
Questionnaire
Report
Survey
Syllogism

SYNTHESIS

VERBS
Add to   Develop   Originate
Combine   Formulate Plan
Construct Hypothesize Produce
Create   Invent   Role-Play
Design   Organize   What if

ACTIVITIES
A play   Article   Book   Cartoon   Game   Invention
Poem   Report   Song   Story
Formulate a hypothesis or question
Set of rules, principles, or standards
Speculate on or plan an alternate course of action

JUDGING THE OUTCOME

TAKING APART

PUTTING TOGETHER

Source: *Task Oriented Question Construction Wheel Based on Bloom's Taxonomy.* ©2004 St. Edward's University Center for Teaching Excellence.

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CLIL Matrix –
Examples of questions related to every dimension

Language-Cognition

4. My students carry out experiments to acquire insights

very often   often sometimes   not often   never

Language-Community

2. My students have been involved in international networking and projects very often   often sometimes   not often   never

Integration-Cognition

3. I prepare my lessons together with the language teacher very often   often sometimes   not often   never

CLIP an example of 4 Cs implementation

CLIP - Content and Language Integration Projekt (UK)

Lgs – French, German, Spanish

Subjects: Geography, History, citizenship in years 6-10.

Q: How can teachers be supported in developing practical CLIL theories and theorised CLIL practices using the CLIP training framework, Coyle's 4 Cs? (Wiesemes, 2009: 49)

KEY PRINCIPLES OF THE **CLIP** TRAINING:

➢ **Content** (successful subject learning, not only what to teach but *how to teach it*)
➢ **Communication** (authentic, „scaffolded" situations, develop lg skills, strategies, competences,)
➢ **Cognition** (developing thinking skills BICS, CALP)
➢ **Culture** (understand, tolerate)

Wiesemes, R. (2009) Developing Theories of Practices in CLIL: CLIL as Post-method Pedagogies? In. Zarobe, Y., R. and Catalan, R. M. J. (2009) Content and Language Integrated Learning. Evidence from Research in Europe. Bristol: Multilingual Matters. pp. 41-59

CLIP implications

CLIL allows :

- subject teachers to develop their pedagogies in relation to L1 use,

- learners to get good education,

- learners understand other cultures,

- teachers to cooperate (learn)

- makes learners feel „special", more interested, more confident (Physics „the black hole")

- deals with complex information (content, language)

Core features of CLIL methodology

Multiple focus
- supporting language learning in content classes
- supporting content learning in language classes
- integrating several subjects
- organizing learning through cross-curricular themes and projects
- supporting reflection on the learning process

Safe and enriching learning environment
- using routine activities and discourse
- displaying language and content throughout the classroom
- building student confidence to experiment with language and content
- using classroom learning centers
- guiding access to authentic learning materials and environments
- increasing student language awareness

Authenticity
- letting the students ask for the language help they need
- maximizing the accommodation of student interests
- making a regular connection between learning and the students' lives
- connecting with other speakers of the CLIL language
- using current materials from the media and other sources

Active learning
- students communicating more than the teacher
- students help set content, language and learning skills outcomes
- students evaluate progress in achieving learning outcomes
- favoring peer co-operative work
- negotiating the meaning of language and content with students
- teachers acting as facilitators

Scaffolding
- building on a student's existing knowledge, skills, attitudes, interests and experience
- repackaging information in user-friendly ways
- responding to different learning styles
- fostering creative and critical thinking
- challenging students to take another step forward and not just coast in comfort

Co-operation
- planning courses/lessons/themes in co-operation with CLIL and non-CLIL teachers
- involving parents in learning about CLIL and how to support students
- involving the local community, authorities and employers

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*European Framework for CLIL Teacher Education (**EFCT**)*

- **Authors:** David Marsh, Peeter Mehisto, Dieter Wolff, María Jesús Frigols Martín **2010**
- a framework for the professional development for CLIL Teachers it (a conceptual model)
- the framework is the result of a CLIL curriculum development (CLIL-CD) project
- it „aims to provide a set of principles and ideas for designing CLIL professional development curricula" p.3
- serves as a tool for reflection.
- focuses on the **competences** necessary to teach content subjects and an additional language in an integrated manner

Source:

http://clil-cd.ecml.at/LinkClick.aspx?fileticket=C0kUO%2bvEc6k%3d&tabid=2254&language=en-GB

EFCT 1. Target Professional Competences

- are „the target professional competences that the CLIL teacher is expected to **acquire** or further **develop** during the training programme"

1. PERSONAL REFLECTION (cognitive, social and affective development)

2. CLIL FUNDAMENTALS (understanding of the core features of CLIL)

3. CONTENT AND LANGUAGE AWARENESS

4. METHODOLOGY AND ASSESSMENT

  Building learner capacity

  Co-operating with colleagues

  Deploying strategies

  Building direction and focus

  Building safe and meaningful learning experiences

  Assessing

5. RESEARCH AND EVALUATION

6. LEARNING RESOURCES AND ENVIRONMENTS

7. CLASSROOM MANAGEMENT

Examples from EFCT – T_{arget} $P_{rofessional}$ $C_{ompetences}$

1. PERSONAL REFLECTION

CLIL teachers **are able to**:

> d) to define their level of langauge competence according to **CEFR**, and to articulate related developmental needs (PDC 8)

> j) to devise and implement strategies that take into account concepts such as (critical) discourse, domains, and registers**, BICS, CALP** in order to promote language and content learning skills development (PDC 3,6)

4. METHODOLOGY AND ASSESSMENT

Building direction and focus

> g) to take guidance from the European *Key Competences for Lifelong Learning* (PDC 10)

Assessing

d) to guide learners in using portfolio-based approaches (including the *European Language Porfolio) as tools for fostering learning, teaching and assessment (PDC10)*

PDC – Professional Development Competence

BICS - Basic Interpersonal Communication Skills,

CALP – Cognitive-Academic Language Proficiency

EFCT 2. Professional Development Modules

- descriptions summarise the contents of the modules in the EFCT.
- these descriptions are **based on**, and **linked to**, the TPC (Target Professional Competences)

Module 1: **Approaching CLIL**

1. Situating CLIL
2. Adopting action research
3. Examining good pedagogy and CLIL
4. Focusing on CLIL in the school context

Module 2: **Implementing CLIL**

5. Designing CLIL classroom curricula
6. Anchoring CLIL in the classroom
7. Interweaving psychological and pedagogical aspects in the CLIL classroom
8. Accessing and adapting CLIL learning resources and environments
9. Becoming an evidence-based practitioner

Module 3: **Consolidating CLIL**

10. Assessing for learning
11. Networking locally, nationally and internationally
12. Practising CLIL

Examples from EFCT –P_{rofessional} D_{evelopment} M_{odules}

Module 2: **Implementing CLIL**

8. Accessing and adapting CLIL learning resources and environments

- *Common European Framework of Reference for Languages*

Module 3: **Consolidating CLIL**

10. Assessing for learning

- „Summative and formative evaluation: principles, modes and tools" (*Common European Framework of Reference for Languages, European Language Portfolio)*

From scaffolding Framework to…
Teacher Portfolio for CLIL

The outcome of a SOCRATES-COMENIUS 2.1 project entitled: ***CLIL across Contexts: A scaffolding framework for teacher education (***in the years 2006-2009)

Both published in **2009**

Authors: Marie-Anne Hansen-Pauly, Guy Bentner, Vic Jovanovic, Danielle Zerbato, (University of Luxembourg), Ana Llinares, Emma Dafouz, Concepción Erades Alonso, Montserrat García Comino, Aina Carreras Nadal, Franco Favilli, Liz Dale, Penelope Robinson, Marie Hofmannova, Jarmila Novotna

Published by: Directorate-General for Education and Culture

Sources:
*Teacher education for CLIL across Contexts. From Scaffolding Framework to **Teacher Portfolio** for CLIL.*

http://clil.uni.lu

Outcomes of the project

1. A conceptual scaffolding framework for teacher education in 8 areas (a flexible framework of teacher **competences**)

2. A collection of **activities and outcomes** for CLIL teachers

3. A **Portfolio** for professional growth.
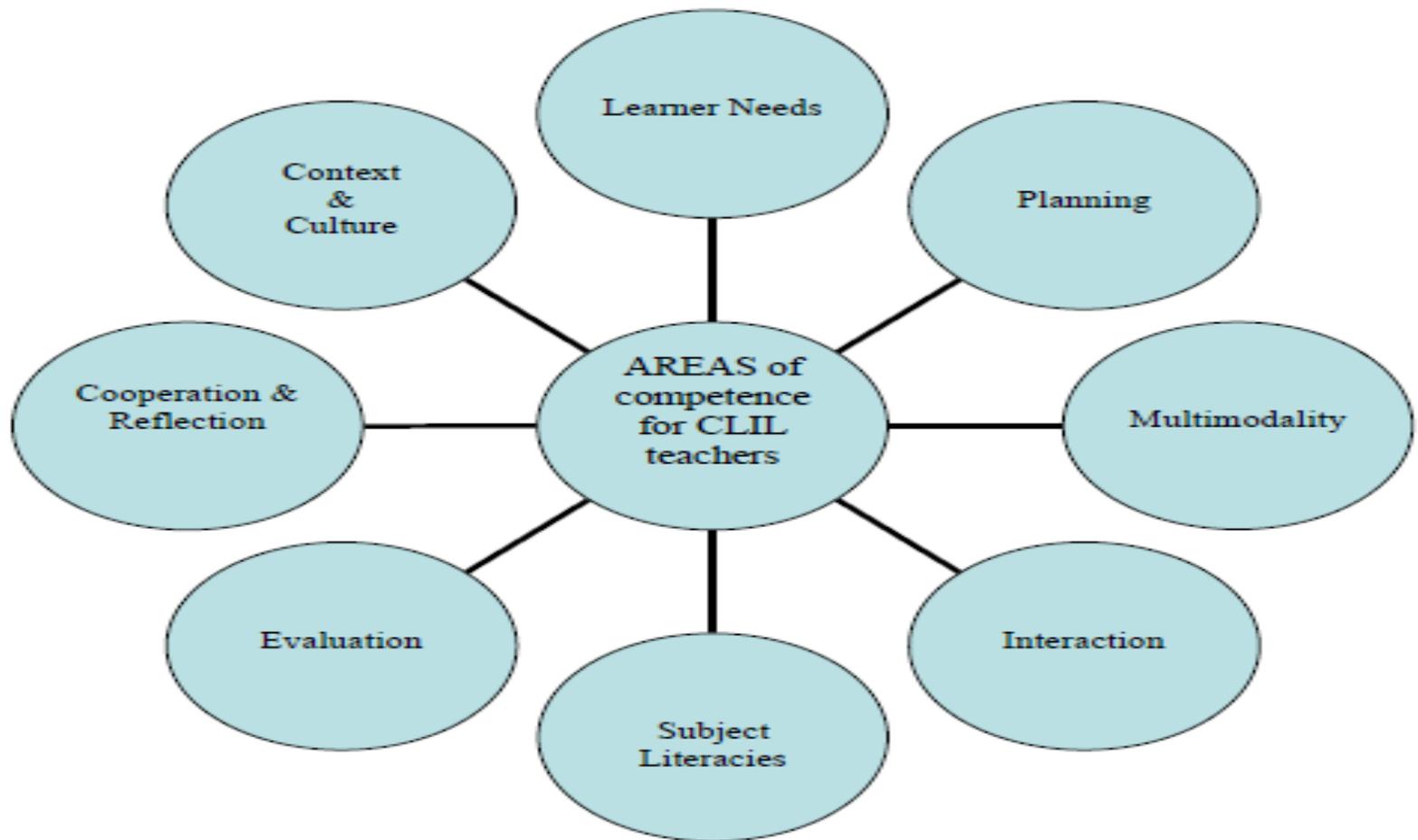
CLIL Teacher competences

Figure 2: The eight areas of competence for CLIL teachers

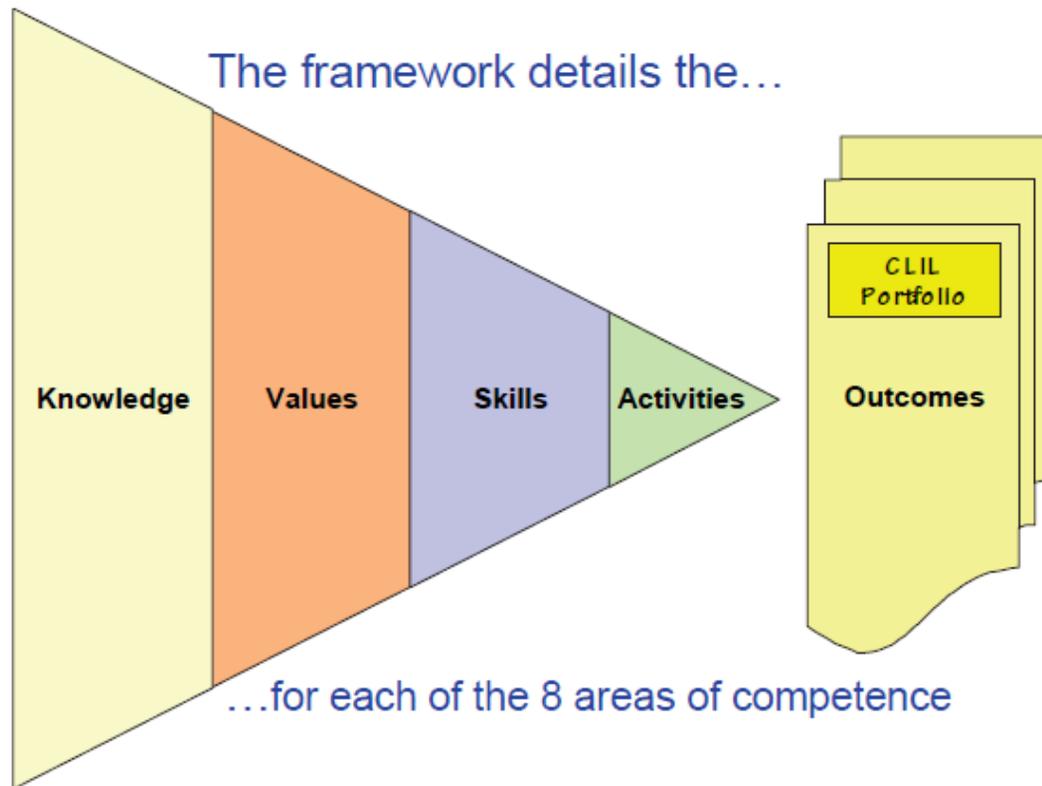Socrates: (2009) CLIL across contexts: A scaffolding framework for CLIL teacher education
ttp://clil.uni.lu

A Framework for CLIL teacher education

Figure 2: A framework for CLIL teacher education

Structure of the Framework

- **_The framework_** for each area is presented as a **grid** showing the various dimensions of teacher competence and development.

It has five columns:

- KNOWLEDGE: CLIL teachers **need to know** ….

- VALUES: CLIL teachers **need to appreciate**...

- SKILLS: CLIL teachers **need to be able to**...

- TEACHER DEVELOPMENT ACTIVITIES: CLIL teachers **can develop values and skills by**...

- ACTIVITY / LEARNING OUTCOME: CLIL teachers **can provide evidence of competence** in the area of XXX with…

8 areas of CLIL teacher competence

- LEARNER NEEDS
- PLANNING
- MULTIMODALITY
- INTERACTION
- SUBJECT LITERACIES
- **EVALUATION**
- COOPERATION AND REFLECTION
- CONTEXT AND CULTURE

EVALUATION

KNOWLEDGE	VALUES	SKILLS	ACTIVITIES	OUTCOMES
CLIL teachers need to know ….	CLIL teachers need to appreciate	CLIL teachers need to be able to	CLIL teachers can develop the KVS evaluation by	CLIL teachers can provide evidence of competence for the development portfolio with….
-about different stages and **purposes of assessment**, applied to CLIL: diagnostic, formative, summative; -about the implications for CLIL assessment of the links b/n cognitive operations and academic language skills; - **how the CEFR can be used as an evaluation and assessment tool in CLIL**	-the importance of **formative evaluation** in the learning process in CLIL; -the importance of **constructive feedback focused on what CLIL learners can do**; -the need to **balance assessment of progress** in the **subject** with that of **language;** -the interdependence of content, thinking skills and language in learners'	-to foster CLIL students.' metacognitive awareness by **providing** appropriate **tools for self-assessment**; -to encourage CLIL students to use these tools to frame comments about their own learning process; -to assess their own	-providing formative feedback on samples of CLIL students' work; -carrying out error analyses and using these as a learning tool ; -devising and implementing tools to **develop metacognitive awareness;** -**reflecting** on and assessing their own language use.	-plans and schedules in which appropriate assessment points and methods are identified; -**examples of assessment tools** which integrate content, thinking and language (such as rubrics, grids etc.) ; -examples of spoken and written formative and summative feedback to CLIL learners; -**examples of applications of the CEFR** in specific CLIL situations.

Advantages to the CLIL approach

CLIL

- develops confident learners
- enhances academic cognitive processes and communication skills.
- encourages intercultural understanding and community values
- learners become more sensitive to vocabulary and ideas presented in their first language as well as in the target language
- learners gain more extensive and varied vocabulary in the target language
- learners reach proficiency levels in all four skills of L, S, W, R

Source: Johnstone, R and McKinstry, R (2008) *Evaluation of Early Primary Partial Immersion document*

- 'CLIL induces the learner to be more cognitively active during the learning process',

Source: Van de Craen, P, Mondt, K, Allain, L and Gao, Y (2008) Why and How CLIL Works

Problems with CLIL

CLIL teachers admit having some problems:

- the lack of materials available,

- the absence of collaboration,

- the lack of interest from the teachers of the same class or of the same school,

- having difficulties in properly integrating content and language,

- creating an authentic and real setting in the classroom.

Source: Infante, D., Benvenuto, G., Lastrucci E., (2009) *The Effects of CLIL from the Perspective of Experienced Teachers* In. Marsh, D. and Mehisto; P. Wolff, D., Aliaga, R., Asikainen, T., Frigols-Martin, M. J., Hughes, S., Langé, G., (eds.) *CLIL Practice: Perspectives from the Field. http://www.icpj.eu/?id=title*

What do we need?

❖ Focus on both: increasing content in FL lessons and the use of FL in a subject class

❖ Integration of FL and content-specific **skills**

❖ Team teaching, collaboration, observing≈reflective practice (constant dialogue across different departments)

❖ Material development (awareness of CLIL pedagogies), authenticity, sharing (Resource Banks – IT, subject)

❖ Learner (learner-centred approach, LbT≈microteaching, cooperative learning)

❖ Stakeholders

❖ Benchmarking (teaching, learning, assessment, training)

❖ **Assessment**

❖ Quality assurance (Komorowska, 2010: 65-66) (accreditation for CLIL courses?)

Challenges: quality assurance

- **Quality of learning and teaching**:
  - C&L, learning theories, implementing 4 Cs in the curriculum, material development, strategies
- **Quality of CLIL management**:
  - collaboration among teachers, IT, training, cooperation with stakeholders
- **Quality of evaluation and assessment**:
  - the ability to reflect on one's own teaching and drawing conclusions, action research & impact studies
  - Valid and reliable CLIL tests
  self-evaluation (subject-oriented Portfolios?)

CLIL courses in Poland

?

CLIL courses offered in 2011 Comenius-Grundtvig Training Database

- Title : Principles and Best Practice in CLIL (CLIL)

- Title : Advanced CLIL

- Title : CLIL - Content and Language Integrated Learning for Maths and Science Teachers

- Title : Outdoor CLIL

- Title : Quality CLIL in vocational education

- Title : Content And Language Integrated Learning - Master's Level (MACLIL)

- Title : Content and Language Integrated Learning (CLIL)

- Title : Activating new technologies for CLIL practice

http://ec.europa.eu/education/trainingdatabase/search.cfm?fuseaction=R

The Certificate in CLIL with Oxford TEFL

On-line course (3 weeks online, 7 hours work per week)   **300 EUR**

- **Programme**

Session 1 Introduction to CLIL

Session 2 CLIL Syllabus design

Session 3 Materials (Multimedia in CLIL)

Session 4 Task-based learning and CLIL

Session 5 Building up a CLIL teaching sequence

Session 6 TEFL techniques in CLIL (Learning styles, Testing and assessing)

Session 7 Supervised lesson planning.

Session 8 Teaching structures and vocabulary in CLIL

Session 9 Expert groups, webquests and project work

Session 10 Teaching practice, Peer-teaching, Evaluation

http://www.oxfordtefl.com/CLIL-Courses.html

Cambridge ESOL
Teaching Knowledge Test (**TKT**)
Content and Language Integrated Learning (CLIL)

TKT: Content and Language Integrated Learning tests knowledge:

- about content teaching in a target language and the learning, thinking and language skills which are developed across different curriculum subjects.

- of how to plan lessons

- of activities and resources used to support a CLIL approach.

- of lesson delivery

- how assessment is carried out in CLIL contexts

TKT: CLIL does not test **subject specific knowledge** but **tests awareness of the skills** that are taught across all subjects.

The test format:

- it is an optional module of **TKT** and follows that exam's format.

- it consists of a single paper lasting 1 hour and 20 minutes

- there are **two** parts to the test

- contains 80 questions

- is suitable for pre or in-service teachers and for international candidates teaching across all sectors of education: primary, secondary and tertiary (for content and English teachers)

- no formal entry requirements (at least an **intermediate** level of English — Level B1 CEFR)

TKT: CLIL Areas of knowledge

- **Part1**

  Knowledge of CLIL and Principles of CLIL (25 questions)

- **Part 2**

  Planning, Teaching and Assessing

- **Lesson Preparation (25 questions)**

- **Lesson Delivery (20 questions)**

- **Assessment (10 questions)**

Handbook for teachers, Learning Glossary, Sample paper

www.CambridgeESOL.org/exams/teaching-awards/clil.html

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Read more online

International CLIL Research Journal
http://www.icrj.eu/def-1

David Marsh and Peeter Mehisto; Dieter Wolff, Rosa Aliaga, Tuula Asikainen, María Jesús Frigols-Martin, Sue Hughes, & Gisella Langé (eds.) (2009) *CLIL Practice: Perspectives from the Field*.
http://www.icpj.eu/

The Need for (CLIL)
Content and Language Integrated Learning Development

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in Tarnow, Poland**